

## Cover Sheet – Social Service Activity

AGENCY NAME: Jones Library Inc. (ESL Center)  
AGENCY ADDRESS: 43 Amity St. Amherst MA 01002  
AGENCY PHONE NO: 413 259-3093 CONTACT PERSON: Lynne Weintraub  
CONTACT PERSON EMAIL: Weintraubl@joneslibrary.org  
CDBG FUNDING REQUEST: \$11,116.14

1. Project Name: English and Citizenship for Seniors
2. Project Description: Older immigrants will learn beginning-level oral communication, basic literacy, and citizenship test prep skills, with an emphasis on reducing social and linguistic isolation.
3. Project Location (Street address) Jones Library, 43 Amity St. Amherst MA 01002
4. Budget Request **\$11,116.14**
5. Type of Activity (check one):
  - Household (family and individual) stabilization
  - Support services for those experiencing homelessness
  - Youth development
  - Economic self-sufficiency (adult education)
  - Food and nutrition
  - Health services/ Insurance navigation
  - Support services for seniors**
  - Other – please explain
6. National Objective:
  - Total number of beneficiaries (individuals served): 10
  - Total Low/Mod beneficiaries (individuals served): 10

**National Objective Description:** Members of the Senior Beginner Class qualify as LMI under the limited clientele category because they meet two of the characteristics that are generally presumed to be principally LMI: **elderly persons** and **illiterate adults**. Participants will show proof that they are over 50, and the program will retain results of an intake assessment demonstrating a) limited or no skills in oral and written English communication, and/or b) fewer than four years of formal schooling. Additionally, if required by this grant, members of the Senior Beginner ESL Class will “self-declare” their eligibility, by completing and signing a form declaring household sizes and income ranges.

**A. Consistency with Community Priorities:** This project provides **support services to seniors**, one of the listed Amherst Community Priorities. More than 50% of participants will be Amherst residents.

**B. Organizational overview:** The Jones Library strives to support the civic and cultural life of all people of our region. We provide access to materials, assist patrons in their quest for information, preserve the history of the Amherst area, and serve as a meeting place for the community's educational and cultural pursuits. The library is currently celebrating its 100<sup>th</sup> year serving the Amherst community.

The ESL Center has been providing free instruction in language, literacy, citizenship, and cultural orientation to adult immigrants, refugees, and international visitors since 1985. The program has always worked to identify gaps in services and create innovative solutions to address them. We currently offer one-to-one tutoring for more than 150 English language learners, four drop-in conversation groups a week, citizenship application assistance (and instruction for those most at risk of failing the test), a TOEFL test prep class, and the Senior Beginner class for which we are seeking CDBG funding.

The ESL Coordinator, Lynne Weintraub, has a Master's degree in education, and is nationally known for her presentations and publications related to citizenship instruction and ESL instruction for beginning-level students. She has published a best-selling textbook series, "Citizenship: Passing the Test" through New Readers Press and maintains a blog for citizenship educators around the country: [www.CitizenshipNews.US](http://www.CitizenshipNews.US) and has developed online courses through ProLiteracy on citizenship instruction and program management. Her resume is attached.

**Short-term goals and long-term goals:** Please see attached Long Range Plan.

### C. Project Budget

- Staff hours for ESL Coordinator/instructor of the Senior Beginner Class: \$10,416.14  
7 hours (5 hrs direct instruction + 2 hrs prep time) x 47 weeks @ \$31.66/hour (Ms. Weintraub's current hourly rate at the library)
- Instructional materials, supplies \$350.00
- Copying \$350.00

**Total program request: \$11,116.14**

Other project funds: There are no other sources of revenue for this project. All library services are free and we cannot charge participants for the service. There is virtually no state or federal funding for community-based ESL classroom services provided to older immigrants outside of the workforce development system.

Source of matching funds: In service of the project, the Jones Library is providing:

- Classroom space: rental of the Amherst Room is normally be charged at \$20/hour.
- One-to-one tutoring rooms
- Additional staff hours: 2 hours/week of administrative work, volunteer training/supervision performed by the coordinator in service of this project.
- ESL Center-trained volunteers provide classroom assistance and one-to-one tutoring for approximately 36 hours/week of instructional time to participants in the class
- Oversight by the Head of Programming and Library Director, and book keeping/financial administration provided by Office Manager John Shannon

Budget prepared by: ESL Coordinator, Lynne Weintraub MEd (see attached resume) with assistance from Head of Programming and Outreach, Janet Ryan.

**D. Project Description** The library's Senior Beginner English class provides instruction to immigrants 50+ who arrive in the US without basic literacy and English proficiency skills. Many elderly immigrants have not had the benefit of formal education in their countries, or have only a few years of schooling. Even when they are able to read their native language, they may be wholly unfamiliar with Roman script (e.g. speakers of Chinese, Nepali, Russian, etc.) These immigrants face many challenges in accessing adult education services. If they are permitted to enroll at all, they are placed in state-funded classes with younger, more educated students, where they face an academically-based workforce development curriculum that is delivered at a rapid pace. Under these circumstances they are easily intimidated and quickly drop out in frustration. In addition, many older immigrants are anxious to apply for citizenship, but cannot access test prep instruction until they have attained an intermediate level of written proficiency. To address these challenges, the library offers a free class that is tailored specifically to the needs of older preliterate immigrants. There are four overall instructional objectives: basic practical oral communication (answering personal information questions, expressing needs, describing daily routines, family, health & safety, etc.), functional literacy (reading signs, filling out forms, reading/writing simple sentences), citizenship test prep (simple history/geography/government oral questions & dictations, personal background interview questions), and social integration (building community within the classroom, navigating typical social interactions, familiarization with community resources). Rather than following a textbook, instruction centers on students' own daily lives, is delivered in a supportive, non-threatening environment, and is presented at a pace that is comfortable for older learners. In order to address individual/special needs, the program uses volunteer assistants in the classroom and one-to-one tutors (between sessions) to reinforce content. There are two 90-minute sessions a week, 47 weeks a year, and up to ten students may be enrolled at a time. New students can be integrated into the class at any point in the year. The location (Jones Library) is on all major bus routes, and the classroom is accessible by elevator.

Non-CDBG funded components: Services normally provided by the ESL Center: training and supervision of volunteer tutors. **Community priority:** The project addresses a need identified by the town's CDBG priorities: **support services to seniors.** Older preliterate seniors are probably the most "invisible" demographic in Amherst. They are unable to communicate in English, almost wholly dependent on younger English-speaking family members, often socially isolated & physically challenged. The library has learned about this "invisible" population through its work with younger family members, and through contacts with other immigrant-serving organizations, and has identified a gap in services it aims to fill. Currently the class is serving 6 immigrants from Vietnam, Cape Verde, China, Tibet, and Russia (ages 60-78). We expect to enroll new arrivals from Nepal, Afghanistan, & Congo in the near future.

**E. Project Need:** Most older immigrants want to learn English, participate in their community, & attain US citizenship. However the classroom services offered to local immigrants are designed for workforce development, with fast-paced curriculum focused on college and career prep for younger immigrants. Few older preliterate immigrants can attain the vocational/higher ed. placements mandated by the Dept. of Education, and if they are admitted to such programs at all, they frequently drop out in discouragement. Without the ability to communicate with English speakers, elders often experience social isolation, and importantly, they cannot hope to attain citizenship. The library's Senior Beginner Class is the only local program that offers basic literacy instruction and social inclusion activities tailored to older learners.

**F. Community Involvement/Support:** The project coordinator stays in close communication with English-speaking family members of potential and current participants in the program. She discusses

their schedule availability, learning goals, and barriers to participation. Once students are enrolled in the class, she solicits information (from individual students and their family members) in order to tailor ongoing lessons that closely mirror the backgrounds, daily routines, and practical realities of students lived experience. For example, a lesson might focus on the modes of transportation students use to get to class, the professions of their adult children, the number of children and grandchildren they have, when they come to the US, or what leisure time activities they enjoy.

**G. Project Feasibility:** The library is currently offering this class to six older immigrant students. Attendance has been in the 80% range, and students are enthusiastic in their participation. The class is led by the coordinator of the ESL Center who has only 20 hours a week to conduct all of the activities of the library's ESL program (recruiting, supervising & training over 150 volunteers, screening/orientation of new students, running 4 weekly conversation circles, providing citizenship application assistance, & record keeping). Additional paid hours for instruction and lesson preparation, funded through this grant, would make the program sustainable in the long run. Capacity to proceed: The class is currently running successfully. Specialized curriculum is already designed, and instructional materials are continuously being developed.

**Demand for the activity:** Over the course of 2019, 10 students participated in the program for at least a month. (Several were unable to continue for health and scheduling reasons.) As mentioned above, currently six participants are steady attenders. We know of several recently-arrived older refugees who are likely to join the group in the coming year. In addition, the Catholic Charities Refugee Resettlement Program is expecting to bring several new families to Amherst in 2020.

**Solicitation process:** The director/instructor for the project is already on board. Volunteers who provide support to the project have been recruited from among tutor trainees from the library's broader ESL program. They are selected based on their ability to communicate clearly and simply in English, the level of patience and empathy they show to elderly students, and where possible, their ability to speak the native language of the student.

**Roles and responsibilities of personnel:** Lynne Weintraub, the coordinator of the ESL Center, is the instructor. She performs intake/assessments of prospective students, develops the curriculum, teaches the class, performs ongoing assessments, keeps records, and supervises associated volunteers. Two trained volunteers alternate in providing in-class support, and each student is assigned a one-to-one volunteer tutor to go over classwork on an individual basis between classes. Janet Ryan, Head of Programming oversees the work of the ESL Center, with direction and support of the Library Director, Sharon Sharry.

**Expertise, successful/timely completion of past activities:** The Jones Library ESL Center has been providing basic literacy and citizenship instruction to adult immigrants for more than thirty years. The program coordinator is a national expert in curriculum and instruction for ESL student with special needs (e.g. pre-literate/low education students and elderly students). The program has an excellent reputation locally and nationally, and has won several awards. Over the years, the ESL Center has successfully completed grant projects funded through the Mass. Board of Library Commissioners, Vernon Inc, Xeric Foundation, and many others.

**Milestones/timeline:** The program is already running at present. The coordinator and volunteer classroom assistants/tutors are already in place. CDBG funding will enable the library to extend the service into another year. New students are continuously enrolled in the program as they arrive and pass through the screening process. Assessment of student progress and record keeping is ongoing. There are no additional steps or milestones in the project.

**H. Project Impact:** Ten senior immigrants will gain proficiency in basic English speaking and literacy skills, will master fundamentals of citizenship, and will experience a reduction in social

isolation. Specifically:

- Those students who have participated in the program for a full calendar year will be able to pass the ***Foundations of Citizenship Test*** with 80% accuracy. This program-designed assessment uses a subset of authentic USCIS citizenship test items (in US civics, and English listening, speaking, reading and writing) deemed to be suitable for low-beginning ESL students. The assessment can be viewed at: <https://www.joneslibrary.org/DocumentCenter/View/5056/Foundations-of-Citizenship-Test>. The ***Foundations of Citizenship Test*** was featured in the Fall 2019 issue of *Notebook*, the national membership publication of ProLiteracy, and presented at the annual Mass. Coalition for Adult Literacy conference in May 2019. *Note: While the class only offers “pre-citizenship” instruction, it is anticipated that at least 30% of the students who persevere in their instructional path will eventually pass their official citizenship test. (Most will not be eligible to apply for several more years.) The library’s ESL Center has assisted many elderly pre-literate immigrants in pursuit of US citizenship over the years, and has a 100% pass rate.*

- A “quality of life” survey will be used to document changes in individual participants’ perceptions of social isolation/inclusion. The survey will be administered in the students’ native languages with the help of their English-speaking family members or other volunteer interpreters. How much of the need will be addressed? It is difficult to determine how many elderly pre/semi-literate immigrants reside in Amherst. Younger immigrants who come to the library requesting English instruction sometimes mention a family member who is “too old” to learn English. We encourage these individuals to come visit the class to show them that it is a friendly, enjoyable, low-stress environment, specially tailored to their needs. The Amherst Senior Center, the Center for Americans, and the Catholic Charities Refugee Resettlement Program all refer potential students (older and pre/semi-literate immigrants) to the library for screening. It is likely that there are some elderly immigrants in Amherst that none of us know about, or some who are unable/unwilling to participate, but as long as the class continues to be offered, we will continue to encourage new participants to join.

Indications of program’s success: Our survey will focus on self-reported social connections students have made through the class, their feelings of “belonging,” their confidence in speaking English and in participating in the community in general.

How changes be measured: See above

How impact of service will be tracked over time: Monthly classroom assessments will be administered using simple personal information forms and the ***Foundations of Citizenship Test*** to document incremental changes in oral and written English proficiency.

Enabling clients to become self-sufficient: The class will enable students to communicate simple messages to others in the community (such as emergency responders, health care providers, social service providers, and neighbors).

Links to other human/social service programs:

- The class will visit the Amherst Senior Center to learn about opportunities available there, and the director of the Senior Center will visit the class and get to know the individual students who attend. The two programs will collaborate on a “Cultural Celebrations” grant proposal through the Mass. Council on Aging, and will assist the town in its pursuit of an “Age Friendly Community” designation.
- Catholic Charities of Springfield will refer older refugees who are currently being resettled in the community.
- The class will have monthly visits with our state legislator, Mindy Domb, whose office hours at Jones Library take place in the same room, directly after the class.

**Project Budget**

Staff hours for ESL Coordinator/instructor of the Senior Beginner Class: \$10,416.14  
7 hours (5 hrs direct instruction + 2 hrs prep time) x 47 weeks @ \$31.66/hour (Ms.  
Weintraub's current hourly rate at the library)

Instructional materials, supplies \$350.00

Copying \$350.00

**Total program request: \$11,116.14**

Organizational Status:  
 Jones Library Inc is a  
 501-C3

Jones Library FY20 Budget Summary - Expenses Equal Revenue - Town Format for Approval Purposes  
 Approved by Library Trustees 3-26-19

EXPENSES	FY15 Actual	FY16 Budget	FY16 Actual	FY17 Budget	FY17 Actual	FY18 Adj Budget	FY18 Actual	FY19 Budget	FY20 Budget	Change FY 20-19	Percent Change
Salaries/Work Study	1,566,135	1,586,746	1,611,346	1,598,403	1,622,893	1,714,564	1,679,295	1,775,851	1,737,867	-37,984.00	-2.14%
Benefits	266,232	270,000	282,912	291,000	290,980	327,289	327,289	403,385	375,226	-28,159.00	-6.98%
Materials	213,714	204,000	222,028	207,000	215,020	213,000	209,133	207,000	225,000	18,000.00	8.70%
Operations	121,910	351,059	106,630	371,783	142,156	100,000	98,211	100,000	100,000	0.00	0.00%
C/W MARS	59,150		56,453		60,529	62,962	62,962	53,633	56,656	3,023.00	5.64%
Maintenance/Repairs	63,177		52,630		68,282	49,200	58,832	49,200	59,100	9,900.00	20.12%
Utilities	100,357		79,688		78,714	77,000	83,222	77,000	82,850	5,850.00	7.60%
Programming	37,335		32,910		35,175	30,000	31,558	15,000	15,000	0.00	0.00%
Special Collections	1,024		13,427		7,090	2,000	4,015	2,000	4,000	2,000.00	100.00%
<b>TOTAL</b>	<b>2,429,034</b>	<b>2,411,805</b>	<b>2,458,024</b>	<b>2,468,186</b>	<b>2,520,840</b>	<b>2,576,015</b>	<b>2,554,517</b>	<b>2,683,069</b>	<b>2,655,699</b>	<b>-27,370.00</b>	<b>-1.02%</b>

REVENUE SOURCES	FY15 Actual	FY16 Budget	FY16 Actual	FY17 Budget	FY17 Actual	FY18 Adj Budget	FY18 Actual	FY19 Budget	FY20 Budget	Change FY 20-19	Percent Change
Municipal Appropriation	1,788,533	1,833,246	1,833,241	1,879,077	1,879,077	1,926,054	1,926,054	1,993,466	2,043,302	49,836.00	2.50%
Endowment	329,656	292,796	292,296	300,618	300,618	300,111	300,111	371,862	348,194	-23,667.73	-6.36%
Gifts/Sammys/Grants	208,387	179,253	126,888	126,000	114,334	116,675	93,163	152,763	100,844	-51,919.27	-33.99%
State Aid	25,339	30,000	134,040	94,171	156,073	158,874	165,643	91,677	92,159	482.00	0.53%
Friends/Woodbury	45,933	57,510	35,925	47,320	48,279	54,701	49,477	54,701	50,000	-4,701.00	-8.59%
Fees/Lost Books	18,104	7,000	19,730	3,000	13,702	14,000	14,330	14,000	14,000	0.00	0.00%
Special Collections	1,024	6,000	13,427	15,000	7,090	2,000	4,015	2,000	4,000	2,000.00	100.00%
Building Expansion and Renovation	9,900	5,000	1,207	2,000	-	2,000	577	1,000	2,000	1,000.00	100.00%
Sale of Goods	2,158	1,000	1,271	1,000	1,667	1,600	1,147	1,600	1,200	-400.00	-25.00%
<b>TOTAL</b>	<b>2,429,034</b>	<b>2,411,805</b>	<b>2,458,024</b>	<b>2,468,186</b>	<b>2,520,840</b>	<b>2,576,015</b>	<b>2,554,517</b>	<b>2,683,069</b>	<b>2,655,699</b>	<b>-27,370.00</b>	<b>-1.02%</b>

POSITIONS	FY15 Actual	FY16 Actual	FY17 Actual	FY18 Actual	FY19 Actual	FY20 Budget
Full Time	17	17	19	19	20	20
Part Time/Over-20's	12	12	10	10	7	7
Full Time Equivalents	26.9	26.9	27.28	27.5	25.2	25.2
Part Time/Under-20's	31	31	31	28	28	28

ENDOWMENT SPEND RATE	FY15	FY16	FY17	FY18	FY19	FY20
	4.5%	4%	4%	4%	5.0%	4.6%

* Actual State Aid Received	\$ 82,650	\$ 87,520	\$ 90,574	\$ 92,899	\$ 92,159	\$ 92,159
* State Aid End Balance	\$ 183,691	\$ 137,171	\$ 67,197	\$ -	\$ -	\$ -

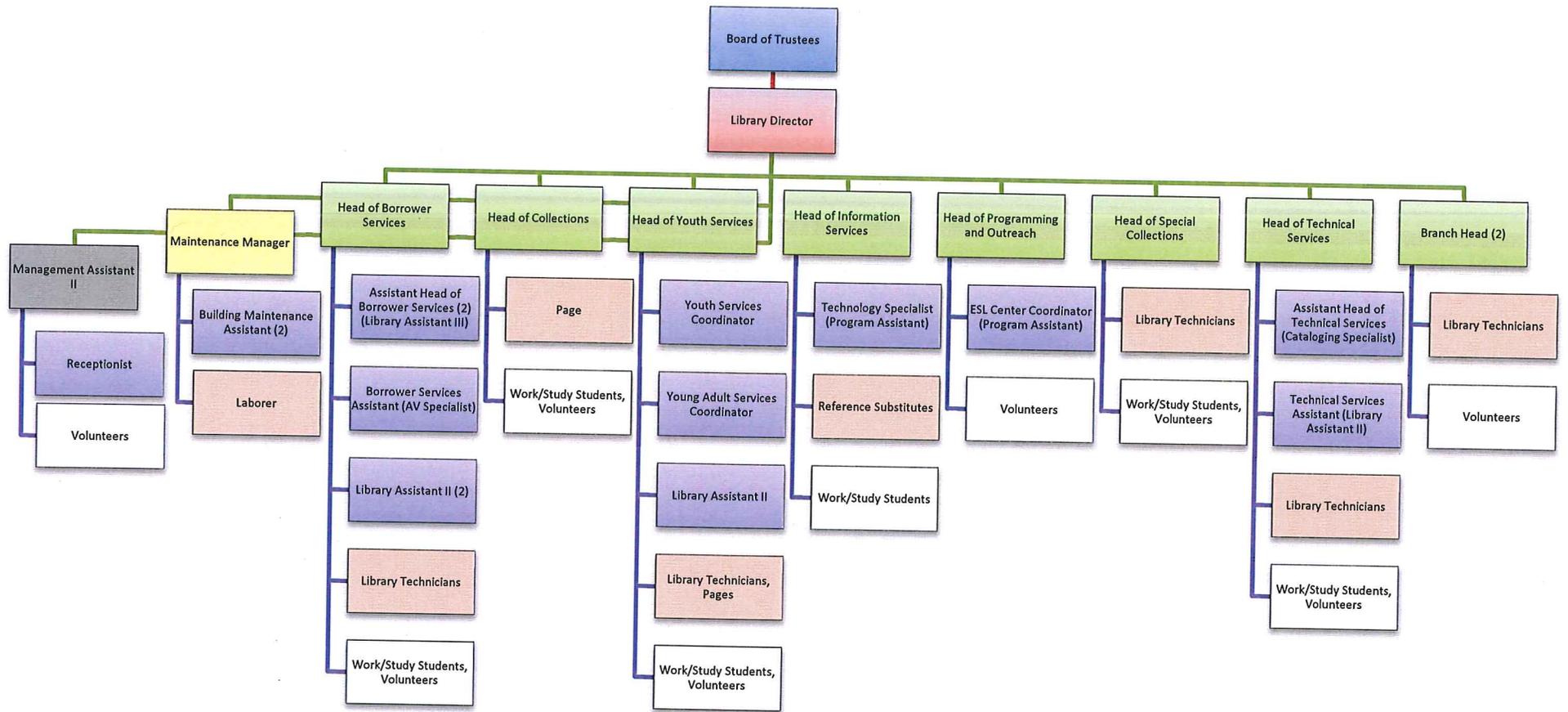
The Jones Library, Inc.

Statement of Activities

For the Year Ended June 30, 2018

	Without donor restrictions	With donor restrictions	Total
Revenues and Support:			
Town of Amherst support	\$ 2,140,629		\$ 2,140,629
Contributions	133,331		133,331
Library fee income	12,722		12,722
Room rentals	2,391		2,391
Events	9,957		9,957
Other	1,475		1,475
Total support and revenues	<u>2,300,505</u>	<u>-</u>	<u>2,300,505</u>
Operating expenses:			
Salaries and wages	1,672,902		1,672,902
Fringe benefits	327,289		327,289
Books and library materials	211,257		211,257
Building repairs and maintenance	59,966		59,966
Depreciation	167,804		167,804
Insurance	16,935		16,935
Fundraising	7,855		7,855
Contract labor	3,656		3,656
Professional fees	13,100		13,100
Library programs	28,179		28,179
Munson library rental expense	6,500		6,500
Utilities and telephone	97,751		97,751
Office supplies and expense	96,272		96,272
Work study	2,606		2,606
Travel	413		413
Other expenses	23,481		23,481
	<u>2,735,966</u>	<u>-</u>	<u>2,735,966</u>
Net library operations	(435,461)	-	(435,461)
Other revenues, support and (expenses):			
Net dividends and interest	163,037	15,389	178,426
Net realized gain on investments	41,724	5,289	47,013
Net unrealized gain on investments	351,363	18,430	369,793
	<u>556,124</u>	<u>39,108</u>	<u>595,232</u>
Net assets released from donor restrictions	<u>8,400</u>	<u>(8,400)</u>	<u>-</u>
Change in net assets	129,063	30,708	159,771
Net assets at beginning of year	<u>10,638,134</u>	<u>939,041</u>	<u>11,577,175</u>
Net assets at end of year	<u>\$ 10,767,197</u>	<u>969,749</u>	<u>\$ 11,736,946</u>

See Independent Auditor's Report and Notes to Financial Statements.



Blue – Elected Officials  
 Red – Professional Scale/Master’s Degree in Library Science (MLS)  
 Green – Professional Scale/MLS  
 Yellow – Professional Scale/Non-MLS  
 Grey – Non-Professional Scale/Union Member  
 Purple – Non-Professional Scale/Union Member  
 Peach – Non-Union Scale  
 White - Work Study or Volunteers



January 2019

THE JONES LIBRARY, INC.  
TRUSTEE LIST

10/15/2019

**TRUSTEES:**

TITLE:	NAME:	ADDRESS:	PHONE:	TERM EXPIRES:
PRESIDENT	SARAT, AUSTIN <a href="mailto:adsarat@amherst.edu">adsarat@amherst.edu</a>	76 SNELL STREET AMHERST, MA 01002	253-7759 (h) 658-7830 (cell) 542-2308 (w) NO EMER CALL	2019
VICE PRESIDENT	HOFFMANN, CHRIS <a href="mailto:hoffmann.chris@comcast.net">hoffmann.chris@comcast.net</a>	170 EAST HADLEY ROAD, #16 AMHERST, MA 01002	256-0718 (h) 545-1555 (w) 345-1040 (cell) NO EMER CALL	2019
TREASURER	PAM, ROBERT <a href="mailto:bobpam92@gmail.com">bobpam92@gmail.com</a>	229 AMITY STREET AMHERST, MA 01002	835-0082 860-309-6383 (CELL)	2019
VICE TREASURER	EDWARDS, LEE <a href="mailto:lee.edwards@cas.umass.edu">lee.edwards@cas.umass.edu</a>	5 WILDWOOD LANE AMHERST, MA 01002	548-3917	2019
SECRETARY	LEFEBVRE, ALEX <a href="mailto:lefebvrealexandra@comcast.net">lefebvrealexandra@comcast.net</a>	52 NORTH PROSPECT STREET AMHERST, MA 01002	658-8312 (cell)	2019
	ELY, TAMSON <a href="mailto:tamsonely@gmail.com">tamsonely@gmail.com</a>	26 MIDDLE STREET AMHERST, MA 01002	256-6044 374-7898 (CELL)	2019

FY2017 - FY2021  
**JONES LIBRARY**  
 Long Range Plan

Approved June 4, 2015

<b>Executive Summary</b>
<b>Mission</b>
The Jones Library will be a community hub to a diverse population of Amherst residents, where books are celebrated and all members of the community can enhance their educational, cultural, and lifelong learning pursuits.
<b>Vision</b>
<p>The Jones Library staff will create a welcoming atmosphere for everyone, and will be deeply engaged and committed to maintaining the highest levels of professionalism and providing exceptional customer service.</p> <p>The Board of Trustees, Friends of the Jones Library System, and staff will provide visionary leadership so that the town of Amherst and its residents will continue to support the Library through financial and volunteer support.</p> <p>The Jones Library will help provide Amherst with a bridge to the latest state-of-the-art technologies and will provide those needing training with instruction and support.</p> <p>Special Collections, which includes works by Robert Frost and Emily Dickinson, will draw people from all over the world, helping to ensure a vibrant business community.</p> <p>A strong base of committed volunteers will augment the Library staff and be recognized for their important contributions, helping the Jones Library remain strong and connected to the entire community. Each volunteer will be matched with appropriate tasks so that their skills and interests are aligned with the needs of the library.</p> <p>The Jones Library will augment its effectiveness by developing and maintaining mutually beneficial relationships with other Amherst town departments, with libraries and other relevant departments and offices at surrounding colleges and universities, C/W MARS as well as with other local business and cultural entities.</p> <p>The Library will actively welcome and encourage access by members of our community with economic and social disadvantages.</p>
<b>Critical Success Factors (CSFs)</b>
<ul style="list-style-type: none"> <li>• Fully motivated and engaged staff, including volunteer staff, who are committed to providing patrons with a welcoming atmosphere and exceptional customer service.</li> <li>• Adequate financing to support current and future operations, as well as proposed building renovations.</li> <li>• State-of-the-art technology, with flexible responses to changing technologies and the ability to provide those technologies to patrons.</li> <li>• Support from the residents of Amherst and surrounding townships.</li> <li>• Mutually beneficial relationships with other Amherst departments, C/W MARS as well as surrounding college libraries and institutions.</li> <li>• Ability to identify needs and serve the community of Amherst.</li> <li>• Effective marketing and public relations.</li> <li>• Strong support from the Board of Trustees and the Friends of the Jones Library System.</li> <li>• Visionary leadership from the Board and staff to ensure that the Jones Library continues to be a value-added entity to the Town of Amherst.</li> <li>• Full engagement of all Amherst residents, from youth through seniors.</li> </ul>
<b>Strategies</b>
<ol style="list-style-type: none"> <li>1. Provide a pleasant, safe and up-to-date building by presenting a concise and focused plan for the renovation/expansion of the Jones Library facilities.</li> <li>2. Provide relevant, quality materials, programs and services to our patrons.</li> </ol>

3. Maintain exceptional customer service by recruiting and retaining outstanding library personnel.
4. Increase and enhance communication efforts through social media, an interactive website, newspaper and radio.
5. Expand funding through the Town of Amherst's appropriations, the Library's Annual Fund, Capital Fund, Planned Giving program, Sammys and new innovative resources.
6. Offer and promote the latest state-of-the-art technologies to both staff and patrons.
7. Honor Amherst's rich history through preservation and promotion of the Special Collections.
8. Advocate with local, state, and federal legislators regarding the importance of library funding.

#### **Gaps**

- Although the Jones Library patrons appreciate the façade of the current facility, the interior is outdated and inefficient, creating difficulties in serving patrons and managing the physical plant. Resolution of these issues requires physical enhancements and additional space.
- A major drawback to patrons and non-patrons alike is inadequate parking.
- Funding from the Town of Amherst and other sources of funding must adjust to developing service needs and future growth.
- The current website needs updating and is not user friendly.
- The Library's social media and marketing vehicles are not optimal in order to inform patrons and non-patrons about the Jones Library's services and programs.

#### **Immediate Priorities**

- Complete *Building Program* and secure necessary funding for expansion/renovations.
- Secure additional funding to ensure the Jones Library continues to provide high quality services, programs, and a well-educated and engaged staff.
- Create a comprehensive Technology Plan that addresses current and future technology needs.
- Enhance communication efforts with the community through a more interactive and up-to-date website as well as through newspapers and radio.



TOWN OF  
**AMHERST**  
MASSACHUSETTS

December 20, 2019

To whom it may concern:

I am writing this letter in support of the Jones Library English as a Second Language Center's application for the Community Development Block Grant. The Jones ESL Center provides basic English language communication skills, citizenship preparation and social inclusion to elderly immigrants in the community. In fiscal year 2019 the Amherst Senior Center served 2,109 members, of which 20.3% self-identified as minorities. A key objective of the Senior Center is to increase outreach and support of historically underrepresented populations within Amherst. Our older adult immigrant population served by the Jones ESL Center falls within that ambit.

Accordingly, this year the Amherst Senior Center and the Jones ESL Center have been collaborating to welcome, inform and support the older adult community of speakers of other languages. Among the plans are for the Director of Senior Services, who is also a certified ESL instructor, to host the senior ESL class at the Senior Center to provide social inclusion, acceptance and welcome, as well as providing information regarding the myriad services they can access to support well-being and independence and socialization including: free loans of durable medical equipment, SHINE health insurance assistance, social work services, caregiver support, grief support, and cultural and movement classes.

The Amherst Senior Center and Jones ESL Center are also applying for a Massachusetts Council on Aging Cultural Celebration Grant which will provide an opportunity for the senior ESL class to present interactive demonstrations of their culture through music, dance, presentations and displays of their culture. Additionally, the Jones ESL Center will participate in the nascent effort to designate Amherst an "Age-Friendly" community.

Thank you for your consideration. I am confident that our partnership and award of money will further these goals and support the spirit of welcome and inclusion that defines Amherst as a place of dignity, creativity and empowerment.

Kind Regards,

Mary Beth Ogulewicz, JD, LCSW  
Director of Senior Services  
Town of Amherst

**Lynne Weintraub**  
8 Fairfield St., Amherst MA 01002 (413) 549-0601  
lynneweintraub@hotmail.com

### ***Highlights***

- Nationally recognized author and PD specialist in ESOL/citizenship education
- More than 30 years of adult ESOL teaching and program management experience
- More than 30 years of ESOL instructor training and supervisory experience

### ***Education***

**University of Massachusetts** M.Ed. (ESL/Foundations) & BA (Education)

Graduate level coursework included: theories and principles of language acquisition, English language development for ESOL students, communicative language instructional strategies, methods and techniques for teaching ESOL students with diverse language needs and cultural backgrounds

### ***Publications***

- ***Citizenship News*** (online blog for citizenship educators)
- **New Readers Press:** Best-selling textbook series for preparing newly literate adults for the US citizenship test/interview:
  - ***Citizenship: Passing the Test*** (Student book, workbook, & teacher's guide) 1998, 2000, 2008
  - ***Citizenship: Ready for the Interview*** (Student book & teacher's guide) 2002, 2008
  - ***Citizenship: Literacy Skills Book*** (Workbook) 2008
  - ***Passing the Test Civics Workbook*** 2001
- ***Teaching Adults: An ESL Resource Book*** (contributor/reviewer) New Readers Press, 2012
- ***A More Perfect Union: A National Citizenship Plan "Chapter 7: Preparing immigrant learners for citizenship"*** (education chapter in broad range policy report), Catholic Legal Immigration Network 2007
- ***Mass. Adult ESOL Curriculum Framework*** (Co-author) 1999, updated 2005
- ***Citizenship Navigator*** Guide for teachers in state-wide citizenship assistance program, Massachusetts Office for Refugees and Immigrants, 1999

### ***Awards***

- ***Unsung Heroine*** Award 2010, Massachusetts Commission on the Status of Women
- ***Literacy Champion*** Award 2004, Massachusetts Literacy Foundation
- **Conference Scholarship Award** 1995, TESOL

## **Consulting**

### **Teacher Training** (full day and half-day staff development seminars) Clients:

- Literacy Volunteers of Massachusetts (ESOL Curriculum Frameworks)
- TESOL Pre-convention Institute (Citizenship)
- Georgia Dept. of Education (Citizenship/EL Civics)
- Pennsylvania Dept. of Education (Citizenship)
- Mass. Dept. of Education (EL/Civics)
- Mass. Office of Refugees and Immigrants (Citizenship)
- SABES: Mass. System for ABE Support (ESOL Websites, Citizenship, EL/Civics, Communication Strategies for ESOL Teachers)
- Adult Learning Resource Center, Chicago, Illinois (Citizenship)
- COABE Mt. Rushmore Institute, South Dakota (Citizenship)
- South Dakota Dept. of Education (Citizenship)
- HIAS National Office (Citizenship)
- Catholic Legal Immigration Network (Citizenship)

### **Test Development:** (Item writing, field testing, framework design, test bank analysis)

- US Citizenship and Immigration Services: US Citizenship Test Redesign Project
- National Academies (Board on Testing and Assessment): bookmark standard setting for NALS/NAAL tests (National Assessment of Adult Literacy)
- GED Testing Service; Language Arts/ Writing Test
- CASAS: Workplace Literacy Assessment, Citizenship Interview Practice Test
- Pearson/National Evaluation Systems: multiple state ESL/bilingual teacher certification tests
- Educational Testing Service: TOEFL, TOEIC, and TOEIC Bridge tests
- ACT: English Proficiency and ESL Placement Test
- Kaplan Inc.: TOEIC & TOEFL Prep materials

### **Other Consulting Services:**

- ProLiteracy: Monthly webinar presentations for a national audience: citizenship preparation for low beginning-level students (2008); Course developer & consultant for on-line teacher training seminars (2009)
- Mass. Dept. of Elem. and Secondary Education  
*ABE Teacher Certification Portfolio Review Team, 2012-15; Reviewer for ESOL Professional Standards Draft 2013; Strategic Planning Task Force, 2008-2009; Peer Evaluation Teams, 1993-95; 5-year proposal rating teams 2012 & 2005; Specialty Area Facilitator for EL/Civics 2005-2008; ABE teacher licensure portfolio reviewer 2012-present*
- Mass. Board of Library Commissioners, 2009-2011: training for Conversation Circles grant recipients
- National Academies of Science, Board on Testing and Assessment, 2004: Bookmark standard-setting team leader for National Assessment of Literacy
- National Institute for Literacy, 2001-2006: Member of Core Knowledge Group for development of on-line ESL Special Collection
- World Education Field Notes (professional journal for adult educators), 2003: Board Member
- Holyoke Community College 2000-2002: Provided technical assistance to start-up ABE program
- CASAS, 2001: Compiled citizenship bibliography
- Jones Library/CASAS, 1996-98: Citizenship test site administrator
- Heinle & Heinle Publishers, 1995: Conducted institutional field test and review of new textbook series for adult ESL students
- New Readers' Press, 1995: Provided analysis of publisher's materials for market research study

## **Program Leadership**

- 1986- present      **ESL/Citizenship Program Coordinator, Jones Library, Amherst MA**  
Coordinate library-based ESL/literacy program: Recruit, train & supervise tutors and conversation circle leaders, maintain multimedia ESL materials collection and website, write grants, coordinate computer-assisted instruction, provide intake, referral, & citizenship application support services for adult immigrants.
- 2010-2012      **National ESL/Citizenship Program Coordinator, ProLiteracy, Syracuse NY**  
Provided technical assistance/capacity-building for national non-profit. Developed and facilitated professional development courses, presentations, and training curriculum. Provided project coordination for USCIS National Capacity-building grant.
- 1994-96      **Interest Section Co-Chair, TESOL**  
Led Refugee Concerns Section of the international ESL/EFL professional organization. Coordinated & wrote for newsletter, organized academic sessions, juried proposals, planned annual convention activities and secured grant funding for conference speakers.
- 1990      **International Resource Specialist, Philippine Refugee Processing Center**  
Trained, supervised, and evaluated teams of ESL teachers in US State Dept.-funded adult refugee education program. Consulted on the development of (and authored) whole language reading materials for literacy-level students. Spearheaded interdepartmental project to develop curriculum and provide training on libraries/family literacy for ESL teachers of over 16,000 refugees.

## **Teaching**

- **Jones Library**, citizenship test prep classes, 1997-present
- **Univ. of Mass. Continuing Ed.**, ESL courses for international students 1982-97
- **Mass. Rehab. Commission**, special tutorial for learning disabled student, 1996
- **Holyoke Com. College**, integrated reading/writing, intermediate level, 1996
- **International Education Forum**, ESL for visiting Spanish students, 1996
- **International Lang. Institute**, ESL/literacy for adult immigrants, 1992-96
- **Greenfield Com. College**, ESL reading, writing, grammar courses, 1991
- **Amherst College**, ESL/cultural orientation for visiting Japanese college students, 1991
- **Casa Latina**, ESL/literacy & GED for immigrants/migrants, 1987-88
- **Puerto Rican Cultural Center**, multi-level ESL classes for immigrants, 1986
- **School for International Training**, intermediate ESL Intensive, 1985
- **Holyoke Public Schools**, elementary ESL classroom teacher, 1984
- **Amherst Regional Schools**, individualized instruction for elem. Grades, 1982-84

## **Professional Organizations**

**TESOL** (*International ESL Professional Organization*)

- 1995-6 Chair of Refugee Concerns Interest Section
- 1997 Secretary of Refugee Concerns
- proposal reader & presenter for Adult Education Interest Section since 1999

**MATSOL** (*Local TESOL Affiliate*)

**MCAE** (*Mass. Coalition for Adult Education*)

**ProLiteracy**

## **Conference Presentations**

- **"Grandma Needs English, Too!"** MCAE 2019
- **"It's Time to Shift the ESOL Instructional Paradigm"** (together with the Migration Policy Institute) MCAE 2019
- **"Getting Your Message Across to ESOL Beginners"** MCAE 2018
- **"A Declaration of Excellence for Citizenship Programs"** TESOL 2012
- **"What Does it Take to Provide High Quality Citizenship Preparation?"** USCAL 2011
- **"The US Citizenship Test"** Network 2007. 2008
- **"Activities of beginning-level EL/Civics Classes"** Network 2007
- **"Integrating Civics and ESOL for Beginners"** MDOE Curriculum Conference 2007, Director's Conference 2007
- **"Immigration, Naturalization, and Citizenship in the US"** TESOL Academic Session 2006
- **"A National Plan for Citizenship"** TESOL 2006 & COABE 2006
- **"Citizenship: What ESL Teachers Need to Know"** Literacy Volunteers of Mass. 1997 updates 2000 & 2001, MATSOL 1997, 2000, MCAE 1997, TESOL 1998, 1999 & 2000
- **"Preparing Students for the INS Interview"** TESOL 2006
- **"Before Level One: Teaching Adult ESL/Literacy"** MCAE 1993, Mass. Dept. of Education, Southeast SABES 1994, & International Institute of Rhode Island 1994
- **"Milking a Trip and Launching a Book: Whole Language Activities for ESL/Literacy"** Literacy Volunteers of Mass. Annual Conference, 1994
- **"The Class is the Curriculum: Whole Language Activities for ESL/Literacy"** Network 1994

## **Journal Articles**

- **Notebook: Resources for the Adult Educator**, Proliteracy Member Publication (contributor on various topics) winter 2017, fall 2016, winter 2015, fall 2012, winter 2011, winter 2016, fall 2019
- **"Update on the Naturalization Test Redesign"** TESOL Adult Education Newsletter 2/04, 2/07
- **"Internet Videos for ESOL Self-Instruction"** Field Notes 2004
- **"Web Sites for Listening and Pronunciation Practice"** Field Notes 2002
- **"Preparing Students for the INS Interview"** Field Notes 2000
- **"Citizenship: What ABE Teachers Need to Know"** Bright Ideas 2/98 update 7/00. Similar articles in: TESOL Journal, Spring '98 and the TESOL Refugee Concerns Newsletter Spring '98.
- **"Preparing Students for an INS Interview"** Field Notes, Summer 2000
- **"How to Qualify for Teaching English Abroad"** Transitions Abroad, Nov./Dec. 1991
- **"PRPC Libraries Come of Age"** Amerasian Update, 1991

## **World Living**

Experience living, working, and/or traveling in: Mexico, Ecuador, Bermuda, Jamaica, Nepal, Hong Kong, Singapore, Thailand, Indonesia, Cambodia, Philippines, Korea, & Vietnam.

## **Languages**

**Spanish** and rudiments of **Khmer** (Cambodian)